

# About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2012 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

## School Results

**School:** Jordan-Small Middle School

**District:** RSU 14

**Code:** 3162-1365



# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

### Grade Level Summary Report

School: Jordan-Small Middle School  
 District: RSU 14  
 State: Maine  
 Code: 3162-1365

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	52			239			14,085			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	48	48	48	232	232	232	13,745	13,743	13,696	92	92	92	97	97	97	98	98	97
With an approved accommodation	8	8	8	45	42	24	2,196	2,203	2,078	17	17	17	19	18	10	16	16	15
Current LEP Students	0	0	0	2	2	2	353	360	352	0	0	0	1	1	1	3	3	3
With an approved accommodation	0	0	0	0	0	0	130	136	132				0	0	0	37	38	38
IEP Students	9	9	9	39	39	39	2,147	2,146	2,131	19	19	19	17	17	17	16	16	16
With an approved accommodation	8	8	8	38	35	23	1,745	1,753	1,676	89	89	89	97	90	59	81	82	79
Students not tested in NECAP	4	4	4	7	7	7	340	342	389	8	8	8	3	3	3	2	2	3
State Approved	2	2	2	3	3	3	244	239	243	50	50	50	43	43	43	72	70	62
Alternate Assessment	2	2	2	3	3	3	204	200	202	100	100	100	100	100	100	84	84	83
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	37	39	38	0	0	0	0	0	0	15	16	16
Other	2	2	2	4	4	4	96	103	146	50	50	50	57	57	57	28	30	38

### NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	52	2	2	48	5	10	36	75	5	10	2	4	847	232	15	63	19	3	848	13,745	19	57	17	6	848	
	MATH	52	2	2	48	9	19	25	52	9	19	5	10	843	232	18	51	16	15	844	13,743	16	45	19	20	842
WRITING	52	2	2	48	2	4	26	54	18	38	2	4	840	232	14	50	29	8	842	13,696	12	46	31	12	841	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

### Reading Results

School: Jordan-Small Middle School  
 District: RSU 14  
 State: Maine  
 Code: 3162-1365

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

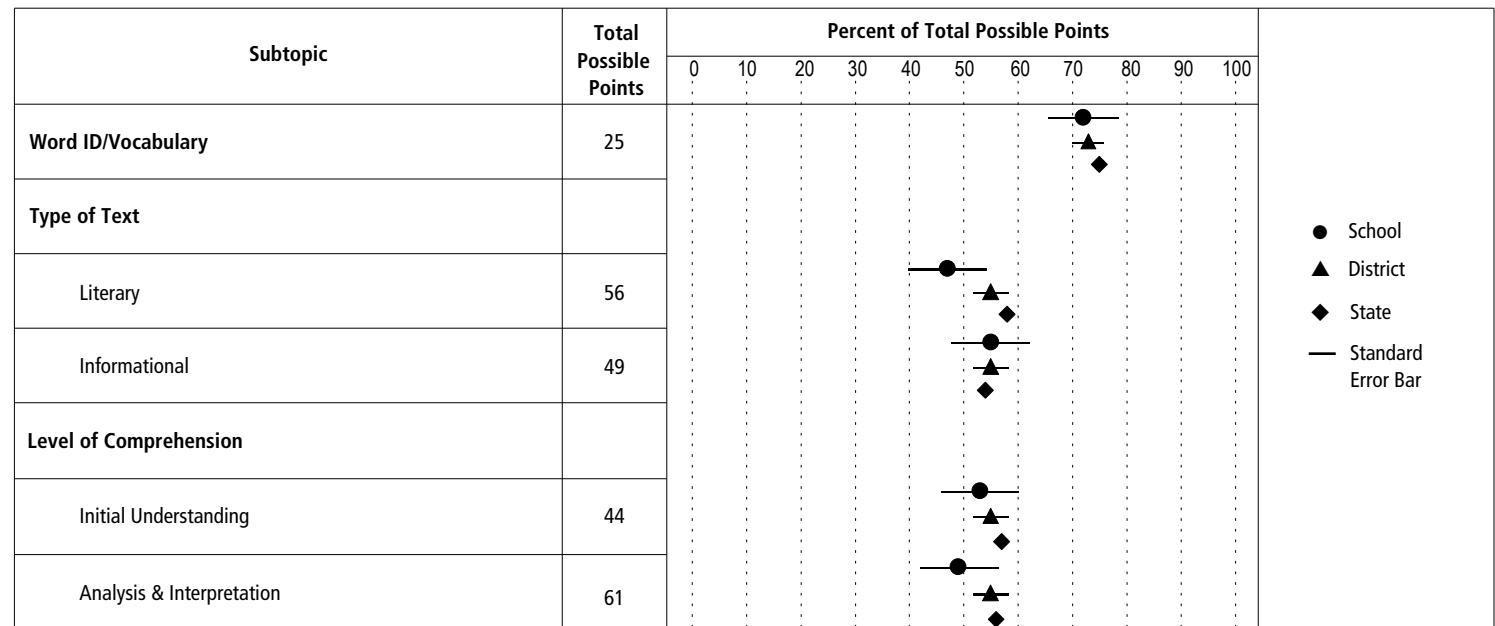
(Scaled Score 828–839)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	56	1	0	55	11	20	28	51	13	24	3	5	848
2011-12	54	1	1	52	6	12	32	62	13	25	1	2	847
<b>2012-13</b>	<b>52</b>	<b>2</b>	<b>2</b>	<b>48</b>	<b>5</b>	<b>10</b>	<b>36</b>	<b>75</b>	<b>5</b>	<b>10</b>	<b>2</b>	<b>4</b>	<b>847</b>
Cumulative Total	162	4	3	155	22	14	96	62	31	20	6	4	847
<b>District</b>													
2010-11	276	4	3	269	59	22	145	54	52	19	13	5	849
2011-12	295	4	5	286	53	19	171	60	52	18	10	3	849
<b>2012-13</b>	<b>239</b>	<b>3</b>	<b>4</b>	<b>232</b>	<b>34</b>	<b>15</b>	<b>145</b>	<b>63</b>	<b>45</b>	<b>19</b>	<b>8</b>	<b>3</b>	<b>848</b>
Cumulative Total	810	11	12	787	146	19	461	59	149	19	31	4	849
<b>State</b>													
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
<b>2012-13</b>	<b>14,085</b>	<b>244</b>	<b>96</b>	<b>13,745</b>	<b>2,653</b>	<b>19</b>	<b>7,877</b>	<b>57</b>	<b>2,380</b>	<b>17</b>	<b>835</b>	<b>6</b>	<b>848</b>
Cumulative Total	42,850	758	358	41,734	7,927	19	23,524	56	7,856	19	2,427	6	848





# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

### Disaggregated Reading Results

School: Jordan-Small Middle School  
 District: RSU 14  
 State: Maine  
 Code: 3162-1365

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	2	2	48	5	10	36	75	5	10	2	4	847	232	15	63	19	3	848	13,745	19	57	17	6	848
Gender																									
Male	25	1	1	23	3	13	15	65	4	17	1	4	847	117	10	58	26	6	845	7,099	14	58	20	8	846
Female	27	1	1	25	2	8	21	84	1	4	1	4	848	115	19	67	13	1	851	6,646	25	57	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										2						204	10	63	21	6	846
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						115	3	64	24	8	843
Asian	1	0	0	1										3						195	32	49	14	5	852
Black or African American	1	0	0	1										4						384	8	45	26	21	840
Native Hawaiian or Pacific Islander	0	0	0	0										1						7					
White	49	2	2	45	4	9	35	78	4	9	2	4	848	216	14	65	18	4	848	12,632	20	58	17	6	849
Two or more races	0	0	0	0										6						208	16	60	18	6	848
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										2						353	4	43	32	21	838
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	0	0	0	0										2						44	34	64	2	0	856
All Other Students	52	2	2	48	5	10	36	75	5	10	2	4	847	228	14	63	20	4	848	13,339	20	58	17	6	849
IEP																									
Students with an IEP	12	2	1	9										39	0	28	59	13	836	2,147	2	31	42	26	835
All Other Students	40	0	1	39	5	13	32	82	1	3	1	3	850	193	18	69	11	2	851	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students	14	1	0	13	1	8	11	85	1	8	0	0	847	90	7	58	30	6	844	6,590	10	57	24	10	844
All Other Students	38	1	2	35	4	11	25	71	4	11	2	6	848	142	20	65	13	2	851	7,155	28	58	11	3	852
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	52	2	2	48	5	10	36	75	5	10	2	4	847	232	15	63	19	3	848	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services	0	0	0	0										1						1,781	11	54	27	8	845
All Other Students	52	2	2	48	5	10	36	75	5	10	2	4	847	231	15	62	19	3	848	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan	3	0	0	3										17	0	59	29	12	841	515	13	61	21	5	847
All Other Students	49	2	2	45	5	11	34	76	4	9	2	4	848	215	16	63	19	3	849	13,230	20	57	17	6	849

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

### Mathematics Results

School: Jordan-Small Middle School  
 District: RSU 14  
 State: Maine  
 Code: 3162-1365

#### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

#### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

#### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

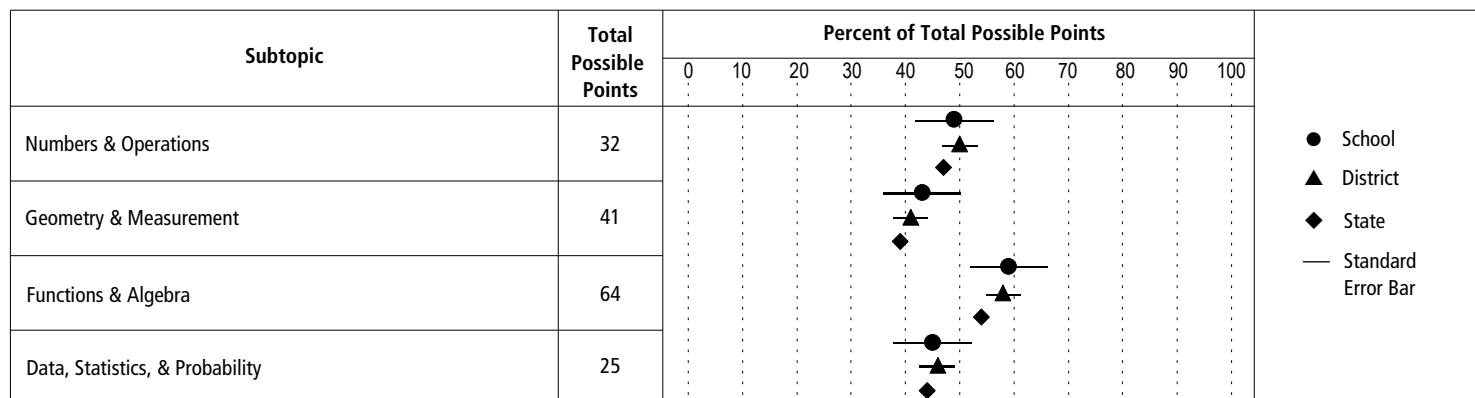
(Scaled Score 834–839)

#### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	56	1	1	54	13	24	26	48	8	15	7	13	845
2011-12	54	1	1	52	10	19	22	42	17	33	3	6	844
<b>2012-13</b>	<b>52</b>	<b>2</b>	<b>2</b>	<b>48</b>	<b>9</b>	<b>19</b>	<b>25</b>	<b>52</b>	<b>9</b>	<b>19</b>	<b>5</b>	<b>10</b>	<b>843</b>
Cumulative Total	162	4	4	154	32	21	73	47	34	22	15	10	844
<b>District</b>													
2010-11	276	3	4	269	50	19	120	45	57	21	42	16	843
2011-12	295	4	5	286	67	23	116	41	69	24	34	12	844
<b>2012-13</b>	<b>239</b>	<b>3</b>	<b>4</b>	<b>232</b>	<b>41</b>	<b>18</b>	<b>119</b>	<b>51</b>	<b>38</b>	<b>16</b>	<b>34</b>	<b>15</b>	<b>844</b>
Cumulative Total	810	10	13	787	158	20	355	45	164	21	110	14	844
<b>State</b>													
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
<b>2012-13</b>	<b>14,085</b>	<b>239</b>	<b>103</b>	<b>13,743</b>	<b>2,174</b>	<b>16</b>	<b>6,209</b>	<b>45</b>	<b>2,635</b>	<b>19</b>	<b>2,725</b>	<b>20</b>	<b>842</b>
Cumulative Total	42,850	720	391	41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

# Disaggregated Mathematics Results

School: Jordan-Small Middle School  
 District: RSU 14  
 State: Maine  
 Code: 3162-1365

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	2	2	48	9	19	25	52	9	19	5	10	843	232	18	51	16	15	844	13,743	16	45	19	20	842
Gender																									
Male	25	1	1	23	5	22	10	43	4	17	4	17	843	117	15	50	15	21	842	7,095	16	44	20	21	842
Female	27	1	1	25	4	16	15	60	5	20	1	4	844	115	21	53	18	8	845	6,648	16	46	19	19	842
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										2						206	10	50	15	26	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						114	5	42	27	25	838
Asian	1	0	0	1										3						195	28	43	15	15	845
Black or African American	1	0	0	1										4						389	4	28	20	48	833
Native Hawaiian or Pacific Islander	0	0	0	0										1						7					
White	49	2	2	45	8	18	25	56	9	20	3	7	844	216	18	52	18	13	844	12,626	16	46	19	19	842
Two or more races	0	0	0	0										6						206	13	49	19	20	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										2						360	3	25	21	51	832
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	0	0	0	0										2						44	16	70	11	2	846
All Other Students	52	2	2	48	9	19	25	52	9	19	5	10	843	228	18	50	17	15	843	13,330	16	46	19	19	842
IEP																									
Students with an IEP	12	2	1	9										39	3	21	26	51	834	2,146	2	16	20	62	830
All Other Students	40	0	1	39	9	23	23	59	6	15	1	3	846	193	21	58	15	7	845	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students	14	1	0	13	2	15	8	62	1	8	2	15	844	90	9	47	18	27	840	6,592	7	39	24	29	838
All Other Students	38	1	2	35	7	20	17	49	8	23	3	9	843	142	23	54	15	7	846	7,151	24	51	15	11	845
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	52	2	2	48	9	19	25	52	9	19	5	10	843	232	18	51	16	15	844	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services	0	0	0	0										1						1,784	8	33	30	30	838
All Other Students	52	2	2	48	9	19	25	52	9	19	5	10	843	231	17	52	16	15	843	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan	3	0	0	3										17	6	47	29	18	841	513	12	42	25	21	841
All Other Students	49	2	2	45	9	20	24	53	7	16	5	11	844	215	19	52	15	14	844	13,230	16	45	19	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

### Writing Results

School: Jordan-Small Middle School  
 District: RSU 14  
 State: Maine  
 Code: 3162-1365

#### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

#### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

#### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

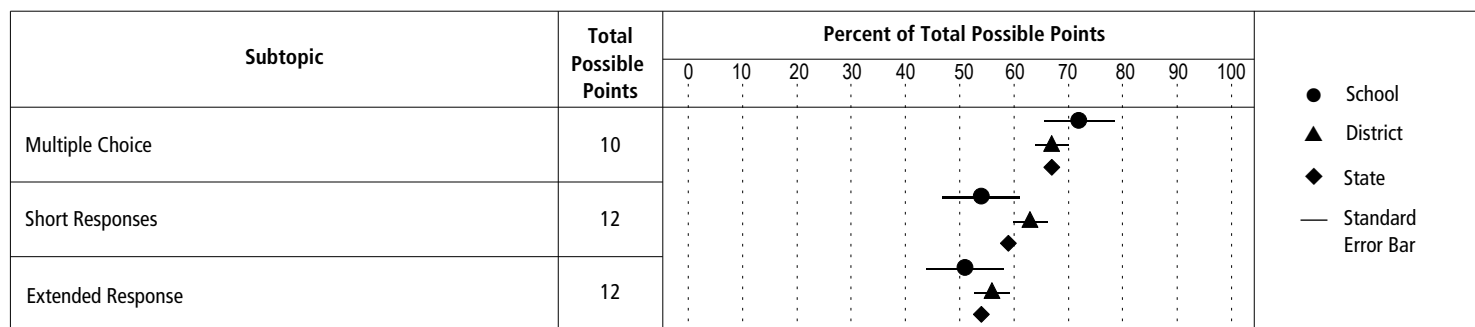
(Scaled Score 827–839)

#### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	56	1	1	54	5	9	22	41	20	37	7	13	839
2011-12	54	1	1	52	1	2	24	46	23	44	4	8	838
<b>2012-13</b>	<b>52</b>	<b>2</b>	<b>2</b>	<b>48</b>	<b>2</b>	<b>4</b>	<b>26</b>	<b>54</b>	<b>18</b>	<b>38</b>	<b>2</b>	<b>4</b>	<b>840</b>
Cumulative Total	162	4	4	154	8	5	72	47	61	40	13	8	839
<b>District</b>													
2010-11	276	4	6	266	27	10	120	45	90	34	29	11	840
2011-12	295	4	6	285	23	8	128	45	107	38	27	9	840
<b>2012-13</b>	<b>239</b>	<b>3</b>	<b>4</b>	<b>232</b>	<b>32</b>	<b>14</b>	<b>115</b>	<b>50</b>	<b>67</b>	<b>29</b>	<b>18</b>	<b>8</b>	<b>842</b>
Cumulative Total	810	11	16	783	82	10	363	46	264	34	74	9	841
<b>State</b>													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
<b>2012-13</b>	<b>14,085</b>	<b>243</b>	<b>146</b>	<b>13,696</b>	<b>1,613</b>	<b>12</b>	<b>6,248</b>	<b>46</b>	<b>4,198</b>	<b>31</b>	<b>1,637</b>	<b>12</b>	<b>841</b>
Cumulative Total	42,850	762	521	41,567	3,611	9	18,696	45	14,552	35	4,708	11	840





# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

### Disaggregated Writing Results

School: Jordan-Small Middle School  
 District: RSU 14  
 State: Maine  
 Code: 3162-1365

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	2	2	48	2	4	26	54	18	38	2	4	840	232	14	50	29	8	842	13,696	12	46	31	12	841
Gender																									
Male	25	1	1	23	1	4	8	35	12	52	2	9	836	117	6	37	44	14	837	7,068	6	38	38	18	837
Female	27	1	1	25	1	4	18	72	6	24	0	0	843	115	22	63	14	2	847	6,628	18	54	23	5	844
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										2						204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						114	5	30	44	21	836
Asian	1	0	0	1										3						195	16	56	22	6	845
Black or African American	1	0	0	1										4						382	5	37	38	20	836
Native Hawaiian or Pacific Islander	0	0	0	0										1						7					
White	49	2	2	45	2	4	25	56	16	36	2	4	840	216	13	51	28	8	842	12,590	12	46	31	12	841
Two or more races	0	0	0	0										6						204	9	48	28	15	840
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										2						352	3	36	39	22	836
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	0	0	0	0										2						44	14	64	20	2	845
All Other Students	52	2	2	48	2	4	26	54	18	38	2	4	840	228	14	49	29	8	842	13,291	12	46	30	12	841
IEP																									
Students with an IEP	12	2	1	9										39	3	10	62	26	832	2,131	1	14	42	43	829
All Other Students	40	0	1	39	1	3	26	67	11	28	1	3	841	193	16	58	22	4	844	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students	14	1	0	13	1	8	5	38	7	54	0	0	840	90	9	41	36	14	840	6,554	5	39	38	18	837
All Other Students	38	1	2	35	1	3	21	60	11	31	2	6	840	142	17	55	25	4	844	7,142	18	51	24	7	844
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	52	2	2	48	2	4	26	54	18	38	2	4	840	232	14	50	29	8	842	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services	0	0	0	0										1						1,773	7	37	40	16	838
All Other Students	52	2	2	48	2	4	26	54	18	38	2	4	840	231	14	49	29	8	842	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan	3	0	0	3										17	0	29	59	12	835	511	5	39	40	17	838
All Other Students	49	2	2	45	2	4	25	56	17	38	1	2	840	215	15	51	27	7	843	13,185	12	46	30	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.